

Getting to know you:

Dragons' Den as part of an inter-professional learning activity for first year students in Health Sciences

Learning and Teaching Conference: July 2018

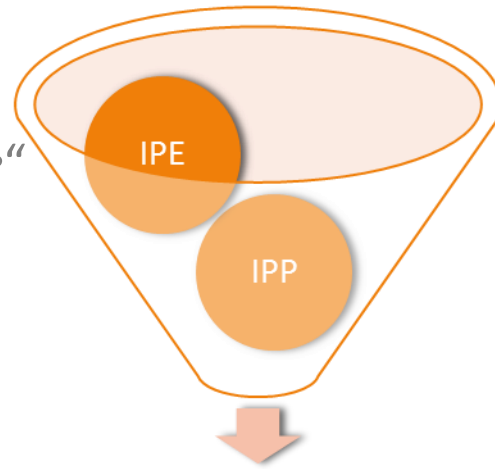
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Inter-professional learning in Health Sciences

- Successful inter-professional learning curriculum needs to ensure that students can experience, share and practise a range of traits with each other (Bridges et al 2011)
- Includes: **communication**; team-working; **values and ethics** and roles
- Understanding others' professions and your own role is critical in health care team (Lister 1982, cited by Bridges et al 2011)

- **Inter-professional Education (IPE)**

“occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care”
(CAIPE 2002)



Inter-Professional Learning

- **Inter-professional practice:**
shared commitment and occurs when ALL members of the health and social care service delivery team participate in the team's activities and rely on each other to accomplish goals and improve health care delivery, thus improving a patient's quality experience.

Designing activities

- What we know – must be:

- Interactive
- Engaging
- Enjoyable
- And avoids repetition from Profession - specific programmes



- Start to address IPL traits/ domains
 - Communication
 - Values and ethics
 - Teams and team-working
 - Understanding roles and responsibilities

The session.....part 1 - icebreaker

- Interprofessional group activities
 - Development of a **word cloud** - purpose to identify the qualities and characteristics to be an effective and competent health professional
 - Addressed: team-working; values and ethics; communication





The session.....part 2 – Dragons' Den



Dragons' Den philosophy

- Traditionally involves pitching money for an enterprise
- In education:
 - Used to assess business acumen of students
 - Used to develop employability following the development of a biotechnology product from the science through to marketing and finance
 - Used to develop a public health business case
- In health care
 - Use to promote health care research and innovation
 - Used to reward entrepreneurial staff proposing ground-breaking ideas to enhance health care

Dragons' Den in education

- Used as part of **business module** to assess the business acumen necessary to rescue an imaginary veterinary practice from failure (Brook *et al* 2010)
- Viewed positively by students who claimed it was “really good fun”; “gave me good insight into running of a veterinary practice”; “put everything we learnt into play”
- Use to develop **employability** with final year Biomedical Science undergraduates (Fitzgerald 2010)
- Mixed feedback
- **Positive** – engaged students in developing and demonstrating employability skills and most enjoyed; potential to help interview skills
- **Negative** - more around using peer assessment marks

Dragons' Den in education

- Developing a business case through a **public health** “Dragons’ Den” (Vyas et al 2017)
- Verbal pitch to obtain financial support for a public health initiative to deal with a problem chosen by students
- Proposals are formatively assessed by a panel of tutors
- Evaluations:
 - Sessions routinely receive a high score of >4.2/5 (engaging)
- Value:
 - Exercise augments their patient-level knowledge by contextualising it in terms of population health

Dragons' Den initiatives in health care

- Department of Health initiative in England
- Each former strategic health authority had a £50,000 prize on offer for the best bid

Dragons' Den in clinical innovations

- NHS South East Coast awarded money for a school nurse-led project:
 - Helping morbidity obese teenagers to lose weight by encouraging referrals to multidisciplinary specialist team and through a youth club where they received advice on diet and exercise
- Entrepreneurial approach is to be seen as a positive step as health professionals are clinical innovators and bring about change (Duffin 2011)

Dragons' Den in health care research

- NHS Trust as part of an initiative of annual competitive research funding allocation to capture some of the most dynamic practice in the Trust (Mazhindu and Gregory 2015)
- Research or innovation ideas had to focus on:
 - Improving patient care
 - Enhancing student experience
 - Preventing admission to hospital
- Bids from a range of disciplines (allied health professionals and nursing)
- Successful bid secured up to £50,000 year (from Trust funds)

Benefits of the Dragons' Den in health care research

- An excellent platform to showcase research and ideas for locally, nationally and internationally relevant innovation
- No shortage of ideas to help Trust achieve its ambitions for addressing key areas
- Aspires staff to participate in research
- Difficult to reach a final decision – all had great value

The session.....part 2 – pitching your profession

- Profession-specific groups
 - Team-working
 - Communication
 - Roles (but their own)
- Profession pitches and questions
 - Communication
 - Roles and responsibilities of others health professionals



Instructions....

- Profession-specific groups



- Produce an innovative marketing strategy using a poster, along with a strap line, as part of a sale's pitch for own professions
- Include some art work in the poster
- Design a strap line
- 40 minutes to prepare
- Presentation of poster

Dragons' Den



- Each professional group identified their dragon;
- Each professional group presented their pitch to the dragons using their poster
- The dragons gathered questions from their groups and posed them to the pitchers

Which professional group had the best pitch?

- Communication – how clear was the pitch – did it make sense?

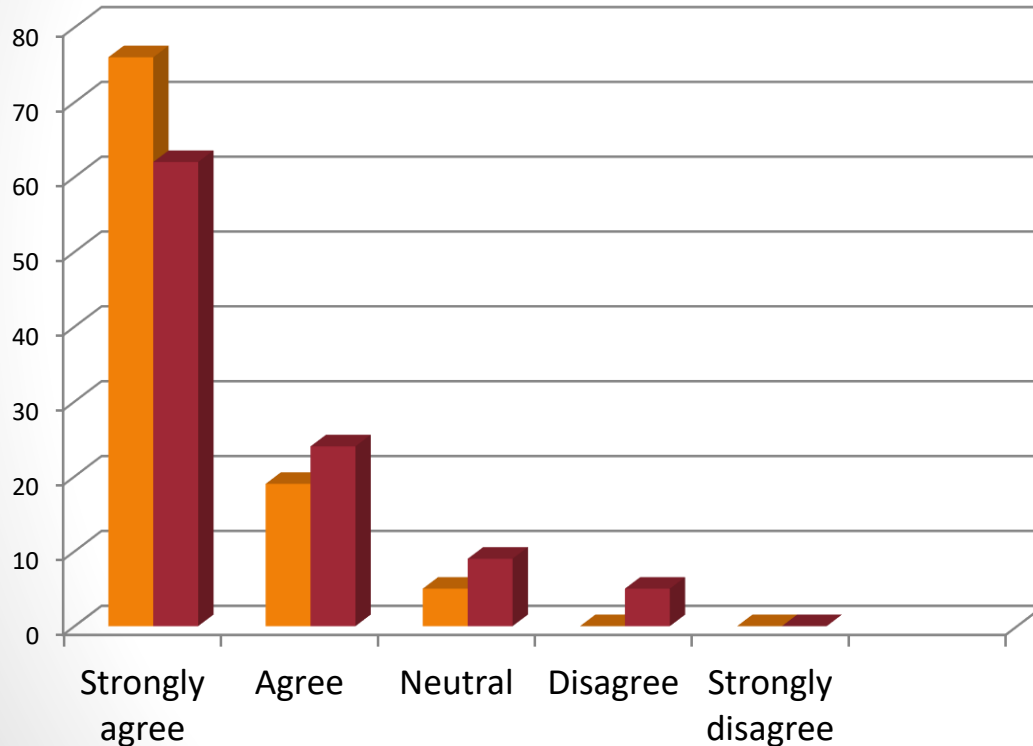


- How competent were the pitchers about selling/ promoting their own profession?
- Would you trust the pitchers?

Evaluation of the session

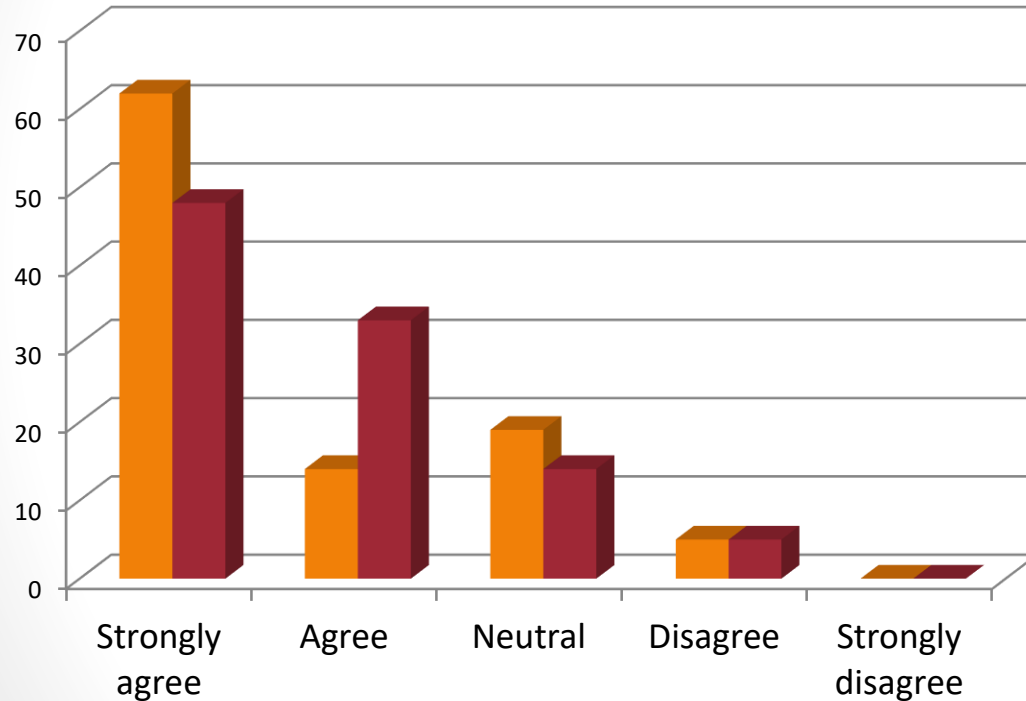
- Validated evaluation form used: W(e) Interprofessional (IP) Programme Assessment (*MacDonald et al 2009*)
 - *Likert scale*
 - *Plus free text comments*
- Group evaluations consisting of group members from inter-professional activities
- **Results**
- 21 group evaluations were completed

Evaluation: the learning experience



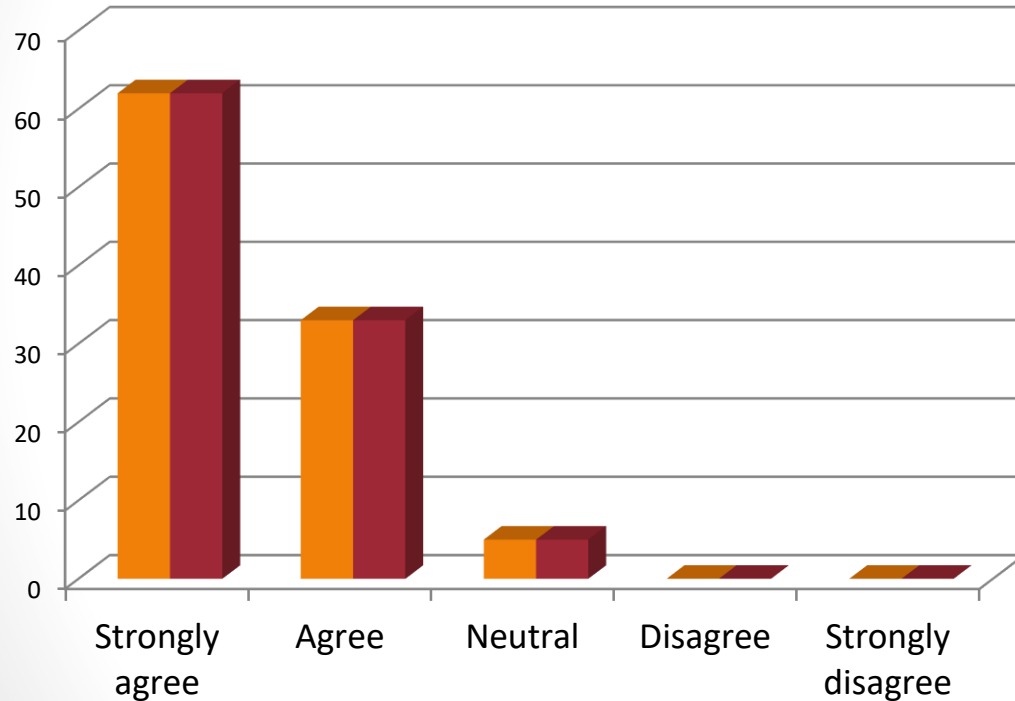
- The learning experience provided opportunities to learn about each other's professions
- The learning experience provided opportunities to learn with and from each other

Evaluation: the learning activities



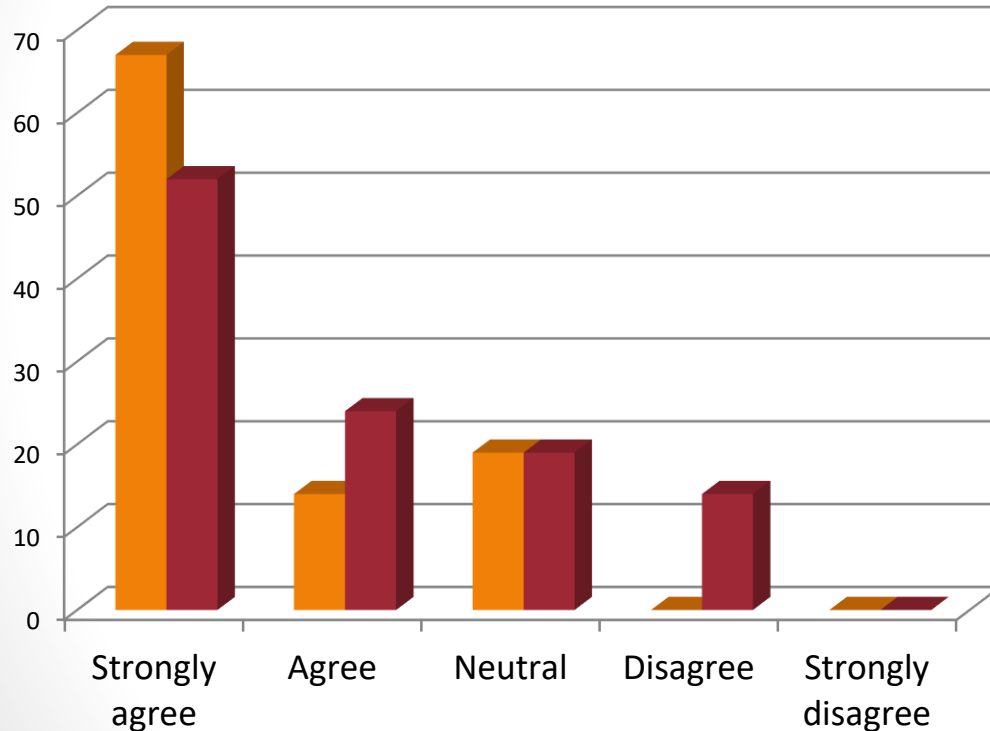
- The learning activities promoted mutual respect and respect among learners
- The learning activities contributed to achieving the learning objectives

Evaluation: the learning activities



- The learning activities were well organised
- The learning activities were engaging

Evaluation: motivation and enjoyment



- We feel motivated towards adopting a more interprofessional approach to our learning
- We enjoyed the learning experience

Did the session meet your expectations of the inter-professional intervention?

- **Positive**

- Learned/ understand more about everyone's profession
- Interactive
- Worked inter-professionally
- Good learning opportunity
- Informative and engaging
- Learnt importance of teamwork within all health professions

- **Negative**

- A lot more individually focused
- Met my expectations of working with other professions but ended up working against each other which defeated the objective

Specific comments in relation to the Dragons' Den

- **Positive comments**

- Interesting to evaluate own profession and hear about others
- Engaging
- Fun
- Good to have the power to ask questions
- Learnt a lot about each profession
- Creative way of expressing our views and presenting
- Educational
- Insightful
- Interesting

- **Negative comments**

- Could have been given more goals for pitches
- Everyone should be able to ask questions and not limit to the dragons
- Did not bring teams together – should be more encouraging apart from trying to “out do” each other
- A bit short of people so difficult to produce a pitch in the time allocated

What particular aspects of the session did you enjoy?

DRAGONS' DEN:

interactive;
teamwork;
style of
learning

Developing a
further
understanding
of other
professions

POSTER:
drawing/making
it; creative; fun;
teamwork

Straplines

Presentations

DISCUSSIONS:
amongst ourselves
and finding out
between us what we
did

Engaging and
meeting
other
professions

New people
and different
from normal
lectures

What particular aspect of the session was least enjoyable?



Dragons' Den:
uncomfortable;
presenting; working
against each other;
feeling judged

**There is no
one size fits
all solution**

Benefits of learning this way

- What was gained.....
 - Developed communication and presentation skills
 - Fun and engaging
 - Learning **from**, **about** each other (including about other professions) and **with** others
 - Team working as in real life
- How does this fit with the evidence?
 - Fitzgerald (2011) – presentation skills
 - Brooke (2010)
 - Vyas (2017)
 - CAIPE (2002)

References

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Thank
you!

